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CBSE 7201

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**Statement of the Problem**

As most of us know, literacy is the foundation of all learning. The competency of student’s literacy and linguistic skills impact their success in reading, writing, speaking and listening. This impacts extends to all content areas. Unfortunately, within lower income communities, there is a huge deficit in the vocabulary knowledge of 3 year olds, compared to children from affluent communities. In an article by US news it states, “…by the time low-income children reach 3 years of age, they have amassed a vocabulary of about 500 words. But by the same age, children from more affluent families have vocabularies more than twice as large, with about 1,100 words.” Before children enter into school, those who live in low income communities face a number of challenges that children from wealthier families do not e.g.- food and housing, poor health care and unsafe environments, limited exposure to books and language. Author Rhonda Lauer stated, “Any one of these obstacles can affect their school performance, cognitive development, and ability to learn; some children face all of them, all at once.” Between the lack of resources at home, and at school, the ability to be as successful in school compared to those in higher income families.

**Hypothesis**

Ms. Huggins Guided Reading and Fluency instruction will be given 2 hours a day in the morning, to 15 Kindergarten students in low income communities will allow students to exceed 1st grde end of year benchmark goals, as measured by The University of Chicago’s “Strategic Teaching and Evaluation of Progress” test by June 2017.